# **Year 7**

## **Producing and consuming**

Part 1.

* How consumers rely on businesses to meet their [needs](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/needs) and [wants](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/wants) ([ACHEK017](http://www.scootle.edu.au/ec/search?accContentId=ACHEK017))

Businesses exist for one fundamental reason; people have needs and wants that they can’t always get for themselves. Businesses allow one or more people to devote most of their time to producing as much of a specific product as possible. If Businesses did not exist, every time you wanted a loaf of bread, you would have to

1. Sow and harvest the grain
2. Mill the grain into flour
3. Bake the bread

This would take an awful lot of time, and would hardly be worth it for a single loaf. But because businesses exist, you can walk down to your local bakery, and be assured that it will meet your needs. This is because businesses seek to maximize profit, and so will always produce what makes them the most money.

* How businesses respond to the demands of consumers (e.g. responding to preference for healthy options, environmentally friendly products and packaging, organic food) ([ACHEK017](http://www.scootle.edu.au/ec/search?accContentId=ACHEK017))

But as businesses exist first and foremost to meet the demands of their customers, what they make will always be shaped by what people want to buy. Let’s say we have a surge in customers who have heard that whole-grain bread is healthier than white. As a result, they no longer want white bread, but instead have decided that they are only going to by whole-grain.

Business owners will have to respond to this change in attitude, by producing more things that the customer wants. They will bake mostly whole-grain, and tell people that it’s healthy, in the hopes that they provide what their customers want.

* Why businesses might set a certain price for a product and how they might adjust the price according to [demand](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/demand) ([ACHEK017](http://www.scootle.edu.au/ec/search?accContentId=ACHEK017))

But the price for a good is never stable, many factors can work together to change how much something is worth. Certain events can change how much of something is available, or its **supply**, and a sudden change in customers interest can change how much of it will sell, or its **demand**. This relationship is called **supply and demand**, and it effects the price of everything you will buy and sell.

The law of **demand** can be understood like this: as the price of bread increases, the people will avoid buying it, and as a result the amount that is sold will go down. Likewise if the price of bread decreases, more people will be able to afford it, meaning the baker will sell more of them. This relationship can be shown on a graph like so:

**Supply** works in the opposite direction; as the cost of bread increases, the baker will want to sell more loaves. The reason the baker wants to do this is because making a loaf of bread costs the baker 1G per loaf. This meant that at the old price of 2G meant the baker only got to keep 1G as profit on the sale. However if the bread is sold at the new price of 4G, suddenly the baker gets to keep 3G profit for every loaf sold. This motivates the baker to make more bread, because suddenly each loaf is worth three times as much to the baker. The relationship between price and supply can be shown on this graph:

These two systems work together to control the price of goods, and they can be used as a tool to help understand business. It’s important to note that **supply** is the tool that the baker uses to respond to the change in **demand**, which is outside the baker’s control. Supply and demand can be in one of three states: **Equilibrium**, **excess demand**, or **excess supply**.

**Equilibrium** is good, it means that the amount of bread being sold is exactly the right amount to meet the amount demanded by the customers. This satisfies both the baker, who is making as much profit as they can, and the customers, who are able to buy as much as they need. This is the point of maximum efficiency, and is where the most profit may be made given the demands of the customer. At this stage, the baker is making 70G profit.

**Excess supply** is bad, this happens when the baker makes more bread than people are willing to buy at that price. In this instance, the people are only willing to buy 10 loaves at the price of 6g, however the baker has made 30 loaves in an effort to make as much profit as possible. The result is that while the baker earned a small amount, they are unable to sell the extra loaves and the baker has made. This situation can be fixed by **lowering** the price and the amount of bread made till it hits equilibrium. At this stage, the baker is making 30G profit.

**Excess demand** is also bad, this happens when customers are demanding much more bread than the baker can make at this price, leading to a shortage. This results in many unhappy customers and lost profit. This situation can be fixed by **raising** the price and the amount of bread made till it hits equilibrium. At this stage, the baker is making 5G profit.

Characteristics of entrepreneurs, including the behaviors and skills they bring to their businesses (e.g. establishing a shared vision; and demonstrating initiative, innovation and [enterprise](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/enterprise) ([ACHEK019](http://www.scootle.edu.au/ec/search?accContentId=ACHEK019))

Part 3

Why individuals work (e.g. earning an income, contributing to an individual's self-esteem, material and non-material [living standards](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/living-standards), happiness) ([ACHEK020](http://www.scootle.edu.au/ec/search?accContentId=ACHEK020))

Different types of work (e.g. full-time, part-time, casual, at home, paid, unpaid, volunteer) ([ACHEK020](http://www.scootle.edu.au/ec/search?accContentId=ACHEK020))

How people derive an income and alternative sources of income (e.g. owning a [business](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/business), being a shareholder, owning a rental service) ([ACHEK020](http://www.scootle.edu.au/ec/search?accContentId=ACHEK020))

The ways people who have retired from employment earn an income (e.g. age pension, superannuation, private savings) ([ACHEK020](http://www.scootle.edu.au/ec/search?accContentId=ACHEK020))

# Year 8

## **Participation and influences in the marketplace**

The way markets operate in Australia and how the interaction between buyers and sellers influences prices and how markets enable the allocation of [resources](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/resources) (how businesses answer the questions of what to produce, how to produce and for whom to produce) ([ACHEK027](http://www.scootle.edu.au/ec/search?accContentId=ACHEK027))

How the government is involved in the [market](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/market), such as providing some types of [goods](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/goods) and services that are not being provided for sufficiently by the [market](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/market) (e.g. healthcare) ([ACHEK027](http://www.scootle.edu.au/ec/search?accContentId=ACHEK027))

The [rights and responsibilities](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/rights-and-responsibilities) of consumers and businesses in Australia ([ACHEK029](http://www.scootle.edu.au/ec/search?accContentId=ACHEK029))

Types of businesses (e.g. sole trader, partnership, corporation, cooperative, franchise) and the ways that businesses respond to opportunities in Australia ([ACHEK030](http://www.scootle.edu.au/ec/search?accContentId=ACHEK030))

Influences on the ways people work (e.g. technological change, outsourced labour in the global [economy](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/economy), rapid communication changes and factors that might affect work in the future) ([ACHEK031](http://www.scootle.edu.au/ec/search?accContentId=ACHEK031))

# Year 9 Syllabus

## **Australia and the global** [**economy**](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/economy)

The role of the key participants in the Australian [economy](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/economy), such as consumers, producers, workers and the government ([ACHEK038](http://www.scootle.edu.au/ec/search?accContentId=ACHEK038))

Australia's [interdependence](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/interdependence) with other economies, such as trade and tourism, trade links with partners in the [Asia](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/asia) [region](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/region), and the [goods](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/goods) and services traded ([ACHEK038](http://www.scootle.edu.au/ec/search?accContentId=ACHEK038))

Why and how participants in the global [economy](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/economy) are dependent on each other, including the activities of transnational corporations in the [supply](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/supply) chains and the impact of global events on the Australian [economy](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/economy) ([ACHEK039](http://www.scootle.edu.au/ec/search?accContentId=ACHEK039))

Why and how people manage financial risks and rewards in the current Australian and global financial [landscape](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/landscape), such as the use of differing investment types ([ACHEK040](http://www.scootle.edu.au/ec/search?accContentId=ACHEK040))

The ways consumers can protect themselves from risks, such as debt, scams and [identity](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/identity) theft ([ACHEK040](http://www.scootle.edu.au/ec/search?accContentId=ACHEK040))

The nature of innovation and how businesses seek to create and maintain a [competitive advantage](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/competitive-advantage) in the [market](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/market), including the global [market](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/market) ([ACHEK041](http://www.scootle.edu.au/ec/search?accContentId=ACHEK041))

The way the work [environment](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/environment) is changing in contemporary Australia and the implication for current and future work ([ACHEK042](http://www.scootle.edu.au/ec/search?accContentId=ACHEK042))

# Year 10

## **Economic performance and** [living standards](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/living-standards)

Indicators of economic performance (e.g. [economic growth](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/economic-growth) rates, unemployment trends, inflation rates, human [development](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/development) index, quality of life index, [sustainability](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/sustainability) indexes) and how Australia's [economy](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/economy) is performing ([ACHEK050](http://www.scootle.edu.au/ec/search?accContentId=ACHEK050))

The links between economic performance and [living standards](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/living-standards), the variations that exist within and between economies and the possible causes (e.g. foreign investment, employment rates and levels of debt) ([ACHEK051](http://www.scootle.edu.au/ec/search?accContentId=ACHEK051))

The [distribution](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/distribution) of income and wealth in the [economy](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/economy) and the ways in which governments can redistribute income (e.g. through taxation, social welfare payments) ([ACHEK051](http://www.scootle.edu.au/ec/search?accContentId=ACHEK051))

The ways that governments manage the [economy](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/economy) to improve economic performance and [living standards](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/living-standards) (e.g. [productivity](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/productivity) policy, training and workforce [development](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/development) policy, migration), and to minimise the effects of externalities (e.g. regulation) ([ACHEK052](http://www.scootle.edu.au/ec/search?accContentId=ACHEK052))

Factors that influence major [consumer](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/consumer) and financial decisions (e.g. price, availability and cost of finance, marketing of products, age and gender of consumers, convenience, ethical and environmental considerations) and the short-term and long-term consequences of these decisions ([ACHEK053](http://www.scootle.edu.au/ec/search?accContentId=ACHEK053))

The ways businesses organise themselves to improve [productivity](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/productivity) (e.g. provision of training, investment in applications of technology, use of just-in-time inventory systems) ([ACHEK054](http://www.scootle.edu.au/ec/search?accContentId=ACHEK054))

Ways that businesses respond to improved economic conditions (e.g. increasing their research and [development](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/development) funding to create innovative products, adjusting marketing strategies to expand their [market](http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/glossary/market) share) ([ACHEK054](http://www.scootle.edu.au/ec/search?accContentId=ACHEK054))